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ABSTRACT

Ghana's new educational system seeks to correct some of the problems and weaknesses in the existing system of pre-university education. Presently education in Ghana consists of a ten year compulsory first cycle divided into two stages, primary and middle school. In the second cycle, students are channelled into secondary, vocational, and commercial schools on the basis of a competitive examination. Teacher education courses exist following either middle or secondary school completion. New structural changes include the implementation of kindergarten education, a nine year compulsory first cycle, and advanced courses in secondary education, teacher training, and polytechnics. The study of Ghanian languages as a factor in reawakening the national consciousness is a major emphasis. Other objectives of the new orientation are (1) to give every child access to basic formal education, (2) to offer adult education, (3) to meet the manpower needs of the country, (4) to orient the structure toward self-reliance and national pride, and (5) to raise the quality of teaching. New types of teacher training include post junior secondary and post secondary training, inservice training centers and an advanced teacher training college. The functions of Ghana's three universities are described and an overview of the financing of education is given. (KC)

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DEVELOPMENT OF EDUCATION IN GHANA

1975 and 1976

REPORT TO THE 36TH SESSION
OF THE
INTERNATIONAL CONFERENCE
ON
EDUCATION

SP 010 305

Geneva—September 1977

SUMMARY

THIS paper outlines in the main the general features of pre-university education in Ghana which since the 1974/75 academic year has been undergoing changes in its structure aims and objectives.

It highlights the New Structure and Content of Education, by which the quantitative and qualitative development of the pre-university level is to be achieved. Some of the essential features of the New Structure are: Kindergatten Education, a fee-free Basic First-Cycle Education including a 3-year Junior Secondary Course, Senior Secondary Lower Courses, Technical Courses, Commercial Courses and a New Teacher Training Programme. At the back of it all is the emphasis on the study of languages, particularly of Ghanaian Languages as a factor in the re-awakening of a national consciousness considered to be a vital ingredient to meaningful national development.

DEVELOPMENT IN EDUCATION IN GHANA DURING THE YEARS 1975 & 1976

1. Introduction

In 1973/74 the Government approved a New Structure and Content of Education for Ghana. Its implementation began in the 1974/75 academic year. In terms of structure and content, the new educational system seeks to correct some of the problems and weaknesses in the existing system of pre-university education.

2. Existing Structure

2.1. *1st Cycle Education*

The basic elementary school course is of ten years' duration and is organised in two stages, namely, six years primary school followed by four years' middle school. Pupils, however, may transfer to secondary schools after grade 6 on passing a common entrance examination. A "continuation" school programme was introduced in 1969/70 for those in the last two grades of the middle school to pre-dispose them to vocational skills. These ten years of basic elementary education are fee-free and compulsory .The school-going age is six and pupils complete the full course of primary education at the age of sixteen.

2.2. *Second Cycle Institutions*

From the first cycle institutions pupils proceed to second-cycle institutions through competitive selection examinations. Entry into secondary schools, technical institutions and commercial schools in the public system is through the common entrance examination which may be sat in primary class six or in any grade of middle school i.e. between ages 11 + and 14 +. On the basis of the Common Entrance the majority of pupils entering the secondary school do so from middle form four i.e. after grade 10. There is a second separate selection examination in middle form four for entrants to initial teacher training colleges. At the end of the middle school there is a Middle School Leaving Certificate Examination taken in middle form four by pupils who have not moved on via the Common Entrance Examination to secondary school.

2. 3. *Secondary Education Course*

The Secondary School course is of five years' duration and leads to the School Certificate or the General Certificate of Education Ordinary level Examination. This is followed by a two

year sixth-form course which leads to the General Certificate of Education Advanced Level Examination. Commercial Secondary Schools provide a five-year course with secretarial and accounting practice options leading to General Certificate of Education Ordinary Level, Royal Society of Arts London, and London Chamber of Commerce, and Technical Institutes offer, for entrants from middle form 4, a variety of craft courses up to the City and Guilds Intermediate Level. Polytechnics offer advanced craft and technical courses for entrants from secondary schools and technical institutes.

2. 4 *Teacher Education*

Teachers for elementary schools are trained in four- year courses (Post-middle school) or two-year courses (Post-Secondary School) and both types of courses lead to the award of a Teacher's Certificate. There are also specialist, diploma or advanced course for teachers of technical subjects, home science, agricultural and rural science, music, art, physical education, science, mathematics, Ghanaian languages and also for teachers of the deaf. Entry to these courses is in most cases restricted to certificated teachers who have taught for a minimum period of three years since obtaining their basic professional qualifications. Professional graduate teachers for secondary schools are trained at the University of Cape Coast.

3. Aims and objectives of Pre-University Education: New Trends

The adoption of the New Structure and Content of Education has introduced new dimensions and emphasis in the conceptual and structural framework of pre-university education The aims and objectives underlying the new orientations in education policy may be briefly summarised as follows:-

(i) To expand and consolidate facilities for education so as:-

(*a*) to progressively increase the intake of children of school-going age so that every child of school-going age has access at least to basic formal education.

(*b*) to reach as many of the adult population as possible, who wish to have access to facilities for adult education;

(ii) To reform the structure and content of general education so as to make it not only employment orientated, but also to imbue the youth with a sense of self-reliance and national pride.

(iii) To make educational system positively more responsive to the manpower needs of the country as determined by the National Manpower Board.

(iv) To strike the right "mix" between education as a consumer good and education as an investment in "human capital".

(v) To correct present imbalance and disparity in the distribution of educational facilities in the country.

(iv) To ensure that both private and public sectors follow one structure and content of education

(vii) To raise the quality of the teacher and teaching in our educational institutions; and

(viii) To rationalize the administration and financing of education with the objective of achieving economy and efficiency.

4. Organisational and Structural Changes

To realise these aims and objectives, the Government has initiated measures to streamline and strengthen educational administration, ensure the maximum economic use of the available financial resources and facilities in our educational institutions, and to place increased emphasis on quality and relevance of education to economic growth.

5. Administration and co-ordination

Among new policy orientation in this area has been a reinforcement of an integrated and co-ordinated approach to educational planning and development by strengthening the existing co-operation between the Ministry of Education, the National Council for Higher Education, and the National Manpower Board. In terms of policy formulation, this increased inter-Ministerial co-operation is to facilitate better integration of educational planning with national plans for economic and social development.

6. Machinery for Administration

The most significant step taken to ensure the effective implementation of the new educational system has been the establishment of the Ghana Teaching Service which has, since September, 1975 been re-named 'The Ghana Education Service'. In its structure, organisation and functions, this new machinery for the administration of pre-university education in Ghana is a unified management and controlling body designed to remove strains and stresses that had tended to frustrate effective implementation of policy, and to eliminate duplication in management and control that had hitherto resulted in wastage in manpower and resources.

7. The New Structure and Content of Education

7.1. *Underlying Aims and Principles*

The reforms envisaged by the New Structure and Content of Education accept the right of every Ghanaian to education as a fundamental human right and reiterate Government

policy that education shall be free, compulsory and universal. They also emphasize the following throughout the entire pre-university education course.

(a) the development of practical activities and the acquisition of manual skills;

(b) the development of the qualities of leadership, self-reliance and creativity through the promotion of physical education, sports and games, cultural and youth programmes;

(c) the study of the indigenous languages, agriculture, mathematics and science;

(d) the re-organisation of teacher education to make it relevant and geared towards the realization of the stated principles and objectives of the new reforms;

(e) the provision of more day, as against boarding institutions to make available more places at less cost.

Allied with the reinforced emphasis on agricultural studies and practice, indigenous languages, mathematics, science and cultural studies and activities, the real distinguishing factor between the old system and the new is the practical nature of the courses as well as their vocational bias which demands systematic effort to link education and work.

7. 2. *The Change in Structure*

The Change in the structure of pre-university education provides for:

1. Kindergarten Education of 18 to 24 months for age group 4 to 6 years.

2. Basic First-Cycle Education - Six years' Primary plus three years' Junior Secondary. This will be basic, free and compulsory for all,

3. Second Cycle Education - From the Junior Secondary Course, there will be selection into the following terminal courses, namely:-

(*a*) Senior Secondary Lower Courses leading to the present G.C.E. 'O' Level Certificate

(*b*) Technical Courses;

(*c*) Commercial Courses.

4. Second Cycle Education: Further Courses - Pupils from level (3) above who wish to continue formal education and possess the necessary ability can proceed to :-

(*a*) A Senior Secondary Upper Course, leading to the present G.C.E. 'A' Level Certificate;

(*b*) A teacher training course;

(*c*) A Polytechnic Course

7. 3 *The Change in Content*

The Content of the new educational structure aims at a type of curriculum that will make education both terminal and continuing. It will be terminal in the sense that it will orientate the pupils psychologically to his immediate environment and provide him with

some basic knowledge and necessary skills that will enable him to earn a living in this enviroment.

The revised content will therefore provide for diversified curriculum in which the study of languages, mathematics, science, cultural subjects, and particularly agriculture and practical vocational subjects will be given the greatest emphasis. At the same time the revised content is designed to lay the foundation for those who are academically, technically and vocationally more capable to continue to higher institutions.

8. Development of the Pre-University Education System: Change and Innovations.

8. 1. *Nursery and Kindergarten Education*

The new structure of education proposes an 18-24 month Kindergarten course for every child between ages 4 and 6. This proposal marks the first time Government has undertaken a policy and responsibility regarding nursery and Kindergarten education. Government spells out the aims and objectives of education at this level as :-

(*a*) to provide opportunities for the overall personal development of the child through individual play and group activities;

(*b*) to pre-dispose the child to conditions of formal education in order to accelerate the learning process during formal school.

Implementation of the new pre-primary system would involve attaching a Kindergarten to each of the existing 6,700 primary schools in the public system. Since available financial (and at this stage manpower) resources are severely limited, Government will encourage and support the establishment of nurseries and Kindergartens by private individuals organisations and local communities. Government will supplement their efforts by establishing Nursery/ Kindergartens in each Region as models for future development.

8. 2. *Primary and Middle*

Implementation of the New Structure and Content of Education for Ghana began with Primary Class 1 in September, 1974, that is, in the 1974/75 academic year. Under the new structure, basic elementary education will be six years plus 3 years Junior Secondary. The Junior Secondary Course is intended to be terminal for those who do not proceed to formal second-cycle education. For such pupils, there will be avenues leading to vocational training or employment. The Primary Class 1 intake in September, 1974 forms the first batch of the Junior Secondary Schools pupils in 1980/81. The existing middle schools will be progressively replaced by Junior Secondary Schools as from September, 1980. To this end nine model Junior Secondary Schools, one in each region, opened in September, 1976.

8. 3. *Secondary Education*

Despite a progressive expansion in secondary school places, the index of opportunity for elementary school pupils to enter secondary school is rather low about 17.9%. In 1974/75 for instance, only 16,790 out of 87,411 who sat for the Common Entrance Examination, gained secondary school places. Efforts are therefore continuing to maintain the momentum of the progressive expansion of secondary school places. New openings and additional streams have been planned to raise secondary school intake from the figure of 16, 790 reached in 1974/75 to a target of 21,170 in 1977/78. Strategies which are being used to expand secondary school places include:-

(i) the provision of more physical facilities as well as equipment;

(ii) the conversion into secondary schools of training colleges being phased out under the teacher training consolidation programme;

(iii) the development of the relatively young secondary schools to obtain the level of intake and performance of the older ones;

(iv) provision of an increasing number of day facilities to enable more parents afford sending their children to secondary schools.

8.4. *Technical and Vocational Education*

For a long time now, the scope and variety of provision of facilities in the technical institutions have been severely limited. It has proved difficult to recruit and retain qualified staff, enrolments have been poor and the system has failed to keep pace with requirements of industry and commerce. In view of the need to absorb the growing number of students leaving elementary and secondary schools and in view of the need to respond effectively to the changing and increasing demands of the present pace of industrial and commercial development, it has become necessary to re-organise and consolidate technical and vocational education. The re-organisation is planned to eliminate obsolete machinery and to instal modern ones, and to expand the scope and variety of the provision of facilities. To be able to do this effectively and to make the projected impact in expanding the scope of practical subjects in the totality of the pre-university education system, the essential requirements are:—

(i) a substantial infusion of funds;

(ii) strengthening the ability of the technical education system to attract, train and retain well qualified teachers and instructors;

(iii) providing the system with flexible, in-built mechanism which will enable it to keep courses in constant alignment with the needs of actual and prospective employers, so that technical education makes the greatest possible impact in meeting the skill requirements for national development.

Technical and Vocational education is now receiving a more equitable allocation of funds. A shift in priority allocation of funds is reflected in the expansion of course offerings in the Polytechnics and a consolidation of Sixth-Form course of general education. This shift represents a new break through for technical education and will permit the up-grading of craft course in the Polytechnics into full technician and post 'O' level vocational courses, and the mounting of more advanced level courses to cover new areas like photography, pharmacy, dispensing, fashion and millinery. The re-organisation and expansion of courses at the lower levels has made it possible for technical institutions to increase their total enrolments substantially.

An expert on Vocational Education has been appointed to advise on a re-organisation of vocational education and the training of teachers in this area which has hitherto received negligible attention in the public education system. Vocational training outside the formal school setting caters for the largest segment of the clientele in this area of provision and is largely the concern of the Ministry of Labour, Social Welfare and Co-operatives. A significant proportion of vocational training is also offered by voluntary and charitable organisations, bilateral aid agencies and by private enterpreneurs. The National Vocational Training Institute (which is not a school), an autonomous central agency under the direction of the Ministry of Labour, Social Welfare and Co-operatives, co-ordinates all industrial training activities in the country and is responsible for developing a national system of vocational training, vocational guidance and career development in industry.

It is proposed to establish pilot vocational training centres in all regions to provide courses which will cater for immediate training requirements for all sections of the population including school drop-outs, non-literates and the disabled.

8.5. *The New Teacher Training Programme*

To ensure that teachers of the right calibre and orientation are produced to man the different levels of the new pre-university education system, it has become necessary to restructure the whole teacher education programme. One important aspect of the restructuring has been the phasing out of the 2-year Specialist Courses. An important consideration in the phasing out of the Specialist Courses was the necessity to train teachers who can handle two or more subjects at the Junior Secondary School level. As a result of the necessity to exercise economies in the system, the following types of Teacher Training Colleges have come into operation in the 1975/76 academic year:—

(a) 4-Year Post-Middle/Post-Junior Secondary Training Colleges

Ten of these colleges have been retained, at least one in each region, to train teachers in kindergarten, lower primary and upper primary methods.

The need to retain the 4-Year Training Colleges was dictated by political consideration and the need to locate some of these colleges in remote and difficult areas so th t a certain percentage of the intake will come from the local areas. On completion of their training such teachers would be posted to these areas which find it difficult to attract and retain teachers.

(b) 3-Year Post-Secondary Training Colleges

Twenty-two such colleges are operating and will specialise in one or more of three subject groupings. Qualification for entry is the G.C.E. 'O' Level or School Certificate. Duration of the course is 3 years.

On completion of their courses they will operate in the Junior Secondary Schools which will start in the 1980/81 academic year.

The subject groupings are as follows:—

Group I – Science, Mathematics, Agric/Home Science.

Group II – Social Studies, English, Ghanaian Languages.

Group III – Vocational Subjects, Commercial Subjects, Home Science, Art, Music, Agriculture, Technical Subjects.

It is anticipated that three teachers, one from each of the subject groupings can form a team that will be able to handle most of the subjects on the time-table in the Junior Secondary School.

(c) In-Service Training Centres

Five training colleges have been retained as in-service training centres to mount comprehensive in-service training programmes for teachers for up-grading and up-dating their knowledge.

(d) Advanced Teacher Training College for Diploma Studies

This will be established by the merger of 5 existing specialist training colleges to produce teachers for Senior Secondary Schools and the Post -'O' Level Training Colleges to supplement the number of the graduate teachers from the Universities.

9. Significance of the New Teacher Education Programme

The complete re-organisation of the teacher training programme reflects the importance which the Government attaches to teacher education since the classroom teacher is the operative factor in the successful implementation of the New Structure and Content of

Education. The Government is therefore anxious that programmes of both pre-service and in-service teacher training should be relevant to the stated principles and objectives of the new educational system. The New Structure and Content of Education seeks to diversify education and to introduce practical skills as early as possible at each course level. The teacher Education programme is therefore being moved away from the general initial training which has been traditionally provided and to emphasise the training of specialist teachers who can cope confidently and effectively with the diversified programmes being introduced into the pre-university education system.

10. Curriculum Reform

10. 1. *Organisation*

A resilient infrastructure exists in the country for curriculum development and has indeed proved responsible and fruitful in meeting the increasing demands for the revision and construction of old and new curricula, teaching syllabuses and the development of other instructional materials, processes and techniques which are needed to bring into existence and to operate the new structure and content of education in Ghana. The Curriculum Research and Development Division (C.R.D.D.) of the Ghana Education Service is the Central agency for curriculum change within the pre-university education system. The main advisory body to the CRDD is the National Advisory Committee on Curriculum for Pre-University Education (NACC). The NACC has subject panels for all the main subject areas and it is these panels that provide support to the CRDD in preparing syllabuses and reviewing new text-books and other materials when these are being considered for use in the pre-university school system.

The CRDD works in close collaboration with subject teachers' professional associations which have proved to be the real pace-setters in curriculum development. The CRDD also maintains useful working links with curriculum development and research departments of the universities. It is currently co-operating very closely with the Cape Coast University in organising professional up-grading and renewal courses and seminars for service teachers. Also there are short courses for teachers in educational guidance and counselling techniques to supplement the efforts of the Ghana Education Service to introduce educational and vocational guidance into the pre-university educational system. A very vital area of concern for curriculum development involves the shift in curricula offerings to practical activities, vocational and technical subjects. With the establishment of the Ghana Educational Service, general and technical education which had been planned, organised, operated and administered separately, with the barest minimum of co-ordination, have now been integrated. This allows curriculum development and research to be attached on a global comprehensive front. It is in this area of practical, vocation-oriented curriculum offerings that the new

orientations in education in Ghana are expected to make the impact, and it is precisely here too that an acute shortage of competent staff, both for instructional purposes and for curriculum development, plagues the system.

10. 2. *Ghanaian Languages and Cultural Studies*

An important element in the revised content is the emphasis on language particularly, of Ghana Languages. Ghanaian Languages are in the process of being systematically reintroduced to all Primary I, II, and III classes as the medium of instruction. At the higher levels of the pre-university structure the New Language Policy requires the inclusion of a Ghanaian Language in the curriculum. This represents a significant shift in emphasis, particularly at the teacher training college level where teacher trainees will have to learn one Ghanaian Language in addition to their own to enable them implement the new policy. The New Language Policy is in line with the Government's policy to ensure that requisite attention is given to the possibility of using the national languages as languages of instruction. Closely allied to the new emphasis being placed on the teaching and learning of Ghanaian Languages is the stress which is now being placed on the introduction of cultural studies cultural activities and youth programmes into the school system. This is aimed at strengthening the sense of cultural identity and national consciousness which is vital to the proper pursuit of self-reliance and thus facilitate the rejection of cultural references which are not authentic.

11. The Higher Education Sector of Ghana

Ghana has currently three Universities namely, the University of Ghana, the University of Science and Technology and the University of Cape Coast. They have a total student population of 7,065 made up as follows:-

University of Ghana	3,506
University of Science & Technology	2,354
University of Cape Coast	1,205

Each of the three universities is located on extensive grounds outside the nearest municipality and operates in a self-contained residential area. The majority of the students therefore live in halls of residence which are integral parts of the universities.

11. 1. *Courses*

The Government of Ghana has so specified their roles that duplication of courses they run is reduced to a minimum.

The University of Ghana runs degree, diploma and certificate courses in the Sciences including Agricultural, the Humanities, Law, Administration and Medicine. The University of Science and Technology runs degree, diploma and certificate courses in Engineering, the Sciences including Agriculture, Architecture, Planning, Pharmacy and Medicine whilst the University of Cape Coast specialises in the production of professional graduate teachers

11.2. *Admission*

Admission to all three is based on a candidate's performance firstly in the G.C.E. 'O' Level examination and secondly on his obtaining a minimum of three passes in the G.C.E. 'A' Level Examination.

12. Financing Education

12.1. *Pre-University*

A large proportion of Central Government expenditure is on Education. The rate is already over 25%. As much as ₵180,773,000 and ₵25,083,000 is to be spent on re-current and capital expenditure respectively during the 1976/77 financial year. It is feared that with the current increase in population the rate will be much higher.

Pupils' contribution consists of fees paid in respect of textbooks. Primary schools pay ₵3.00 per annum. In the middle and secondary schools pupils pay ₵4.50 and ₵24.00 respectively. Teachers in training pay ₵15.00.

In the Sixth-Form at Secondary School, students are granted bursaries to the value of ₵270.00 per annum. Teachers undergoing further training at the Specialist and Advanced Teacher Training Colleges are on study leave with pay and they contribute only toward boarding.

In brief, education is practically free at all levels.

12.2. *Universities*

Each of the three universities is fully financed by the Ghana Government through the provision of subventions annually to cover capital and recurrent expenditure. The subventions are based on estimates submitted by the universities through the National Council for Higher Education, to the Government. The National Council plays the role of adviser in this respect.

Re-current and Capital Expenditure

Government subvention are for

(a) Capital development.

and (b) Re-current expenditure

The Subvention for Capital Development may cover the construction of the following:—

(i) new buildings for the academic and administrative departments, halls of residence;
(ii) housing for the academic and non-academic staffs;
(iii) municipal facilities e.g. roads, water-tanks, sewerage plants etc. and
(iv) the procurement of new equipment.

The Subvention for Re-current Expenditure covers

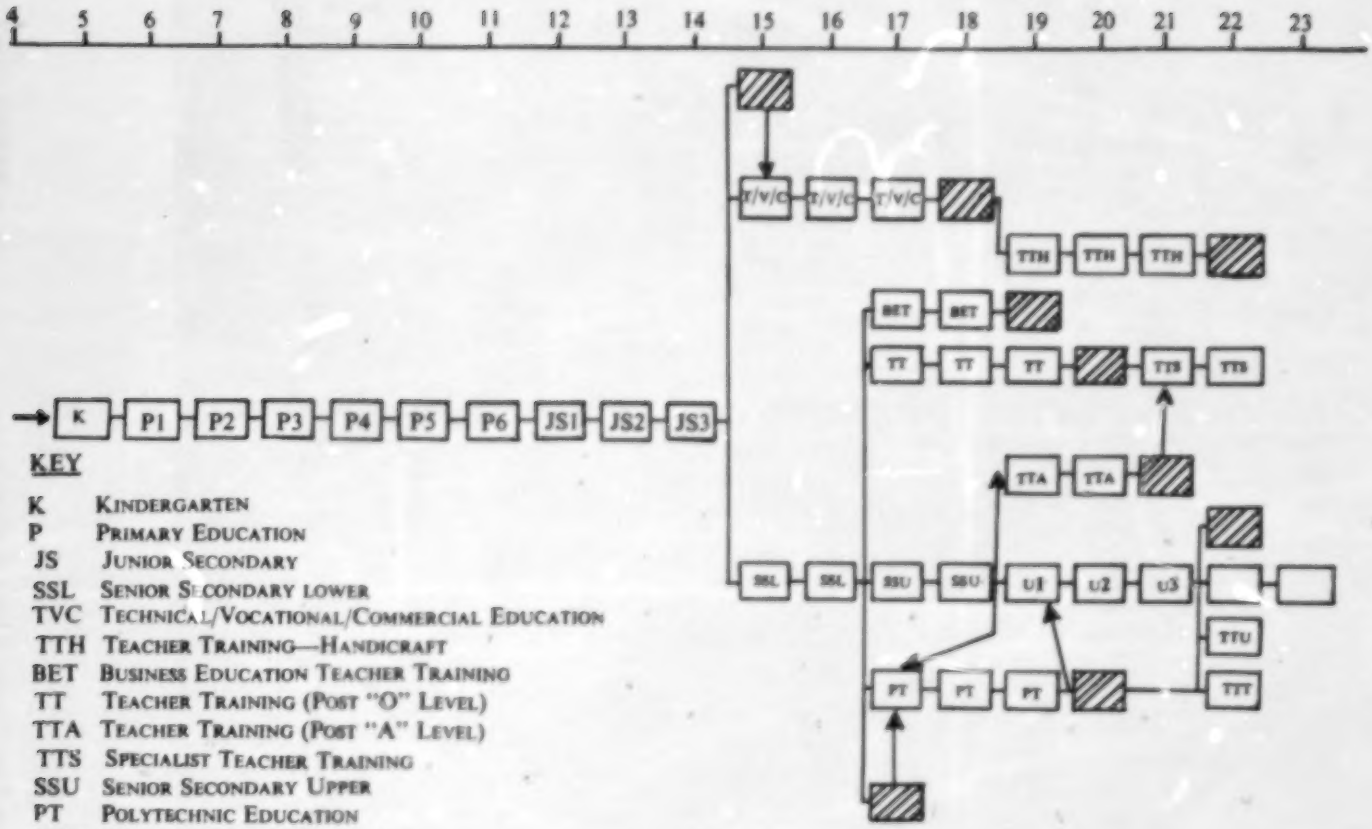
(i) the maintenance of all existing buildings–academic, administrative, estate offices, halls of residence and other facilities;
(ii) the salaries and wages of both teaching and non-teaching personnel;
(iii) the transportation of workers to and from campus.

Students' Costs

Apart from the subventions granted to the universities, the Government pays a students' maintenance grant of ₵900 per annum per student. This is paid on behalf of every Ghanaian student by the Scholarships Secretariat. The grant covers board and lodging. It is to be noted that tuition in Ghanaian universities is free to Ghanaian students. In effect the student, apart from getting free tuition, is housed and fed free of charge by the Government. This is in accordance with the current Government policy.

In addition, the Ghana Commercial Bank, on the authorization of the Government, operates a Students' Credit Scheme by which students are granted loans of up to ₵300.00 per annum for books and other expenses. This, of course, is re-payable to the Bank on the completion of the student's course and is no charge to the Government.

NEW STRUCTURE OF EDUCATION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KEY

K	KINDERGARTEN
P	PRIMARY EDUCATION
JS	JUNIOR SECONDARY
SSL	SENIOR SECONDARY LOWER
TVC	TECHNICAL/VOCATIONAL/COMMERCIAL EDUCATION
TTH	TEACHER TRAINING—HANDICRAFT
BET	BUSINESS EDUCATION TEACHER TRAINING
TT	TEACHER TRAINING (POST "O" LEVEL)
TTA	TEACHER TRAINING (POST "A" LEVEL)
TTS	SPECIALIST TEACHER TRAINING
SSU	SENIOR SECONDARY UPPER
PT	POLYTECHNIC EDUCATION
TTT	TECHNICAL TEACHER TRAINING
TTU	TEACHER TRAINING IN UNIVERSITY
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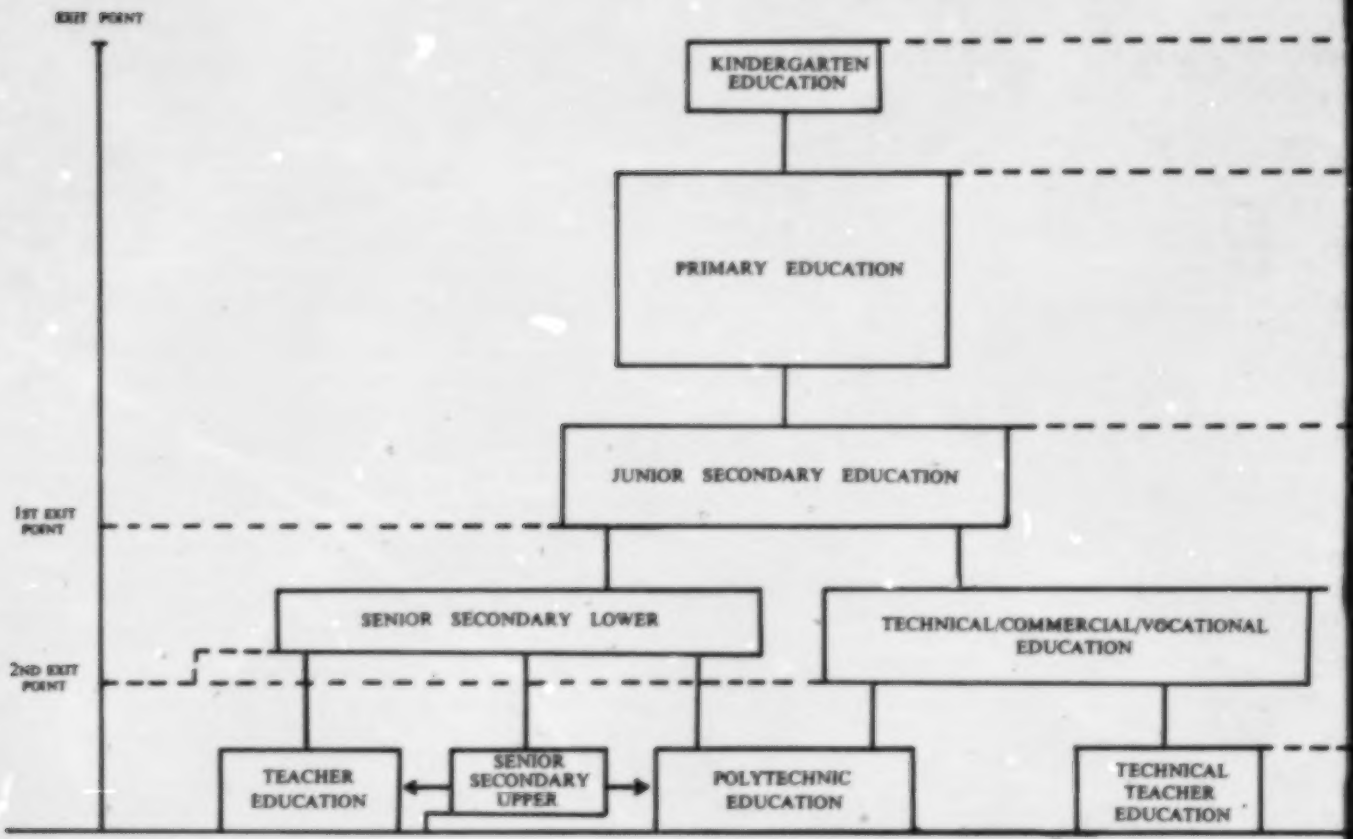
NEW STRUCTURE OF EDUCATION



APPENDIX 2

NEW STRUCTURE OF EDUCATION